



The Contribution of Private Sector in the provision of Higher Education in Tanzania: Growth and Challenges

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Abstract— This study sought to capture the involvement of the private sector in the provision of higher education: Growth and administrative challenges facing private universities in Tanzania. Data was gleaned through the employment of a questionnaire, an in-depth interview guide, and a document analysis guide; five universities were included in the study. A sample size of 150 participants were involved in the study, including 100 Lecturers, 40 university students and 10 private university managers in the country. The research utilized mixed methods, convergent parallel research methods designs, which involved quantitative and qualitative paradigms. The instruments for data collection were a questionnaire, an interview, and observation. Validity and reliability were checked, the result of Cronbach's alpha was 0.861 indicating that the instruments were valid and reliable. Data was collected, coded using expressive statistics with the support package for Social Sciences (SPSS) Version 21. Qualitative information was coded by the naming of conceptual categories and main themes to obtain numerous realities. The current study established that private universities are contributing greatly to the provision of quality education in Tanzania. These include the fact that private universities outnumber public universities hence they enroll more students, they also employ more lecturers and their students perform better than those in public universities. Nevertheless, they encounter challenges such as lack of funds, research and publication, quality assurance specifically TCU issues which hinders the growth of private universities and loss of qualified experienced academic staff. This study recommends that private universities should endlessly focus at future staffing levels and guarantee strategies are revised so as to involve more students, managers in private universities need to expand, diversify and remodel their way of operations as well as putting in place the necessary support systems and resources as intervention measures to strengthen the provision of higher education to the students enrolled in the universities. There is also a need for universities to conduct more research for social transformation. Universities should partner with industry in the improvement of technology and the generation of market- driven programs.

Keywords— Contribution, private universities, Growth and challenges.

I. INTRODUCTION AND BACKGROUND OF THE STUDY

Higher Education is considered to be one of the major trends of Education in the world and is one of the most valuable sources of knowledge for learners. Globally, higher learning traces its ancestry as early as the third century “Anno Domini”, with some of the features of the time existing up to the current days. However the foundation of universities in Eastern African countries could be reversed back to Makerere University which was founded

in 1921 and became the academy of East Africa, in 1963, presenting courses foremost to general degrees from the college of London. The University led to construction of three sovereign universities: The University of Nairobi in Kenya, in 1970 university of Mlimani- Dar es Salaam in Tanzania and Makerere University (Mutula, 2002). Besides these former Milton Obote, the late Tanzanian President Julius Nyerere, former president Benjamin Mkapa, Mwai Kibaki and Joseph Kabila were also Makerere alumni.

Why have the private sector involved in Higher Education?

It's globally acknowledged that the private sector has opened up more universities to enable many students to benefit from higher education. It is largely true that the emergence of private institution was due to the inability of public institutions were not able to meet the demand (Kruss's 2002, 2007) and asserted that; public system failure to enroll sufficient members of the eligible groups to continue higher education hence, public universities provided the initial impetus to private institutions therefore, in the midst of this failure the government tacitly endorsed the important role of the private sector. Another reason; is the post-world war II international monetary organizations, the government began embracing neoliberal economic policies that entailed using a free-market approach, allowing many in the private sector to participate in running universities, the new law was formed and it is called the "Universities Act" chapter 210B of the law of *Kenya*. However, in some parts of African countries, was the higher demand for higher Education vivid example is South Africa (Teferra and Philip 2004).

Excessive expansion of higher institutions in Africa is becoming an issue to look at; According to the Association of African Universities (AAU) (2018) noted that the private universities are fast expanding parts of high education, for instance, the South Africa has "21 public universities and 87 private universities (African Union Commission, 2019). Ghana has 9 public universities and 50 private institutions (World Bank, 2020). Pillay (2008) examined on the problems encountering private universities. The study findings indicated that private institutions contribute a lot to the progress of African countries and the globe at large. However, private universities in Africa specifically in Tanzania are facing challenges in providing education due to the insufficient fund and rapid increasing number of registration which was associated by the opening of free basic Education which led to low levels of participation in higher education and poor provision of quality academic programs that hinder the development of human resources and economic growth in African countries.. Private institutions education in most of African countries is declining and not performing well in research writing and publishing nevertheless research is the pillar of the university education. Moreover, All universities in Tanzania whether public or private universities should abide to the Universities Act No. 7 of Cap. 346 which define the organization structure, of Universities that all universities

should struggle for sustainable development of the human kind (The University regulations, 2013). However, other scholars commended that: private universities in Tanzania and across the global institutions are expanding fast as responding to need of education and increasing their share in enrolment in higher education (Fielden, 2011, UNESCO, 2011, Allen, 2014 and Akplu, 2016).

Statement of the Problem

Generally, most of universities are faced by various barriers. Like any other institution around the global, African higher education, particularly university education is recognized as key force for the production, preservation and provision of knowledge for the advancement, modernization and betterment of humanity. This has caused an increasing demand for education access which has accompanied by a number of constrains such as globalization constrains, technological and financial constraints. Among of these challenges, universities should determine how "they can be responsive to this change without wasting resources. In Tanzania the expansion of private university was a consequence of greatest expansion of Secondary education plan 2006-2009s. The improved expansion and the opportunities brought at the door steps of Private Universities, 70.0 percent of the enrolment is absorbed in the public universities hence dominating the scene in Tanzania. Private universities like public universities seem to be responding fast to the changing global environment. It therefore means that private universities need to urgently reform and realign their missions if they are to be considered partners in the country's effort towards provision of higher education. They need to be prepared to overcome the challenges associated with this process and embrace dynamism of administrators, creative lecturers and efficient management. Private universities bear a responsibility for tackling the existing challenges in terms of academic programs and modes of delivery by coming up with amicable solutions that will form basis for strategies adopted. They need to expand and change their way of operations as well as putting in place the necessary support systems and resources as intervention measures to strengthen provision of higher education. It is in this regard therefore the current study wanted to discover the contribution growth and challenges encountered by private universities in Tanzania.

Purpose of the study

The current study aimed to explore contributions of private universities in national development in Tanzania, growth and challenges; as a consequence of the nation state policies and

practices and what strategies have been adopted in order to safeguard the interests and sustainability of the private universities in Tanzania. The study focused on the following specific objectives:-

- i. To Examine contribution of private universities to the advancement of university Level in Tanzania
- ii. To identify administrative challenges that private universities in Tanzania face.
- iii. To highlight and discuss the strategies private universities in Tanzania have adopted to address the challenges posed by liberalization of Higher Education

Significance of the study

The findings from the current study will be of bring benefit to the policy makers' planners, managers and Commission for universities in Tanzania (TCU) in terms of provision of resources and revision of university education policies. This study will also provide empirical data which would help interventions, if necessary, to improve quality in teaching, and learning environment in all universities.

The current topic on contribution of private universities issue, is not so much documented by scholars in Tanzania hence it would be significant since it will add to the present material.

Furthermore, in promoting access and participation, private universities seem to be the most affected sector since public sector thought to able to accumulate trustworthy responses to these challenges. Information sought from the scenery of relationship of these strategies to higher education provision would also help the administration in the private universities to determine which ones to either maintain or discard for survival purposes. Information gathered would indicate the past survival mechanisms adopted and the present strategies in provision of university education in Private sector. The findings from the current study can also be a source of inspiration for higher learning so as to extend related mechanisms that would help the Tanzanian to mount the growing competition within the country. Finally, the details would also shed some light on what would form other interventions in revitalizing the provision of university education without discarding the proven practices that advance the excellence of education fostered in these institutions of higher learning.

Theoretical Framework for the Study

The current study underpinned by theoretical orientations that uphold the relationship between several factors on challenges facing private universities in African countries and specifically in Tanzania.

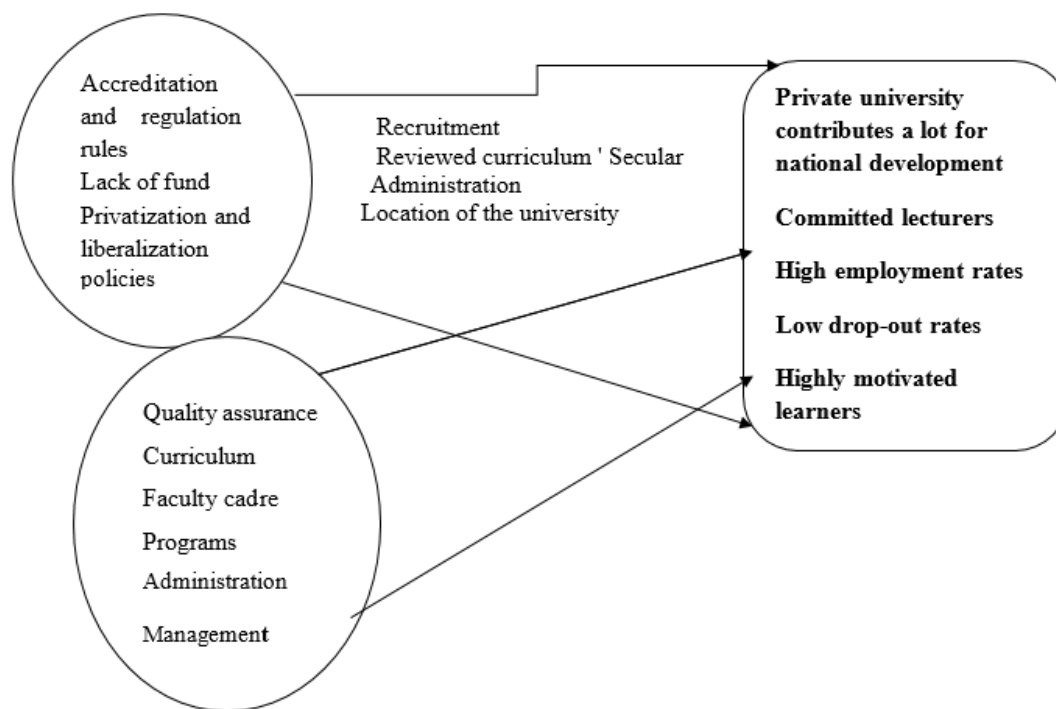


Fig.1: Conceptual Frame work

The conceptual framework above demonstrates that lecturers are committed to work in private universities, hence they educate well the learners. The study also demonstrates that private universities had low drop-out rates and high graduation rates due to the highly motivated students and high employment rates.

II. RELATED LITERATURE REVIEW

Review of Related Theories

Various theories address the contribution of private institutions around the globe. The most notable is the human capital theory which was formulated by Adam Smith in 1776. A few years later, the contemporary theory was introduced by Gary Becker, an economist, Jacob Mincer, and Theodore Schultz. In general, the theory of human capital is an intangible asset and it includes quality education, a value such as loyalty, experiences that an individual has, which add value to an organization.

The disadvantages are also related.

The strength of the human theory capital enables learners to use critical thinking in their years of schooling, and their attitudes towards work as well as varieties of other human investments. Employing this kind of reasoning we may acquire some improvement in understanding some of the variations in salary across highly educated workers and those who attended some training alone. The private sector play an indispensable role in the social, political, and economic development of a country (WEF 2016). The disadvantages of the human theory has an implication in this study since they can help an individual to understand variation in reasoning towards solving a particular problem. For instance, if I am paid less than another Ph.D. holder that must be because I have lower “skills” in some aspect which is not being measured by the time I studied

Private universities plays an indispensable role in transforming individuals and societies in ways that reduce poverty and increases global competition. The role played by private universities are described in the first objective of this paper as following.

i. Contribution of private universities in national development

In Greece, Fortsakis (2016) examined on importance of private institutions in providing education and job to the citizens. The study pointed out that private universities tend to

adopt innovative programs that could encourage improvement in the provision of services to the stakeholders as well as staff in private universities. Nevertheless, Fortsakis indicates some limitations in his study which failed to indicate the methodology used in his study. Therefore, the current study filled the gap by using mixed methods with sample of 200 participants. Again the previous study was conducted in developed countries, thus the current study wanted to find out if what was found by Fortsakis will resemble to the current study.

The National Accreditation Board (2020) stated that “Nigeria has 36 federal universities, 37 public universities, 79 private universities while the 50 universities in Somalia are privately owned”. However, the majority of private institutions in Africa function are facing many challenges socially, economically, and politically due to the development of globalization. It is acknowledged that higher education is now a marketable commodity that can shape the demand and supply of social, political and economic development of any nation, hence private universities should encourage competition, providing incentives and recognizing the competence of learners as the way to prepare for the job market.

The world university ranks (2020) asserted that private universities are classified as ranking higher than public universities in the USA. Some of the best private universities include Harvard University, Massachusetts, Stanford University, and Yale University. In (Britain) London, England; the highest-ranked universities are; Guildford university, Buckingham, St. Mary’s University and University of St. Mark and St. John’s University. This demonstrates that private universities play a (the) great role not only in Africa but also around the globe.

In relation to this study, Akplu (2016) also examined on achievements and challenges faced by private higher institutions in Ghana. The findings of the study demonstrated that: private institutions in Ghana play a very crucial role however there were some issues such as high unit costs, unsustainable education from the government as well as a limited number of lecturers in some private universities. Akplu also looked at the achievements of private universities and found that Ghana had deepened international cooperation with other countries. In the 2012-2013 academic year, international students in private institutions in Ghana constituted 12.6 percent of total enrolments, while in public universities the proportion was only 2 percent which is

relatively low. This is an indication that private institutions play a great role in national development. The current study looked at the contribution and challenges of private universities in Tanzania. The study wanted to establish if what was found in Ghana would be similar to Tanzania or not.

In Tanzania, Bailey, Cloete and Pillay (2011) conducted a study on higher learning and economic progress in Africa; the research used a case study design and interview for data collection. The study results demonstrated that private university contributed on the production of highly trained human resources which tend to increase the economic development of the country. The previous study used a pure qualitative paradigm and used a single university that could not include the majority of other universities in Africa. This limitation was covered by the current study which employed mixed method research approaches and five universities.

On other hand, Perprah (2014) investigated the contribution of private universities in Ghana to improve education systems in the country. The study used a pure qualitative approach, data was collected using an interview guide and observation. The study concluded that private institutions are contributing greatly to the development of education in the Kumasi Metropolis as well as around the world. However private universities encounter various problems such as inadequate funds, poor infrastructure and a high level of students' enrollment. The previous study has some weakness, the researcher failed to indicate the sample used in the study also and the study used a single qualitative approach which may not be generalized. The current study filled the gap by employing mixed method research approaches so that the limitation in one approach would be strengthened by the other approach.

Despite the contribution of private universities around the world, Managers in these universities faced a number of challenges. Some of these challenges are shown in the second objective of this paper as outlined in the following.

ii. Challenges Experienced by the University Managers in private universities.

In Australia, Bryant (2013) conducted a study on problems facing institutions of higher education. The results indicated that; higher education is being reshaped by globalization and digital revolution. Hence, there are declining sources of income and rising expenditure Students are seeking access to services through the application of new technologies and more flexible delivery options. If the private sector wants to be

competitive and to meet these expectations, it needs to invest in expensive facilities and infrastructure that goes with the ever-changing world. However, the previous study failed to indicate what approach was used in other studies. The current study covered the limitations by adopting mixed methods where both approaches were employed in a single study to explore the problems in a way that increases awareness for future researchers.

In relation to this study, Allen (2014) examined the challenges facing higher administrators in private universities in the Appalachian State University in the USA. The findings of the study demonstrated that universities encounter different challenges including inadequate funding, changing technology, and lecturers' turnover. The study above has several setbacks. One of them is that Terry did not indicate how many universities were sampled. These gaps were filled by the current study, which looked at the contribution and challenges facing private universities in the African context by including five universities to represent others in the continent.

The study of UNESCO (2011) noted that private universities are expanding fast and increasing their share in enrolment but also these universities are facing many challenges like the lack of funds to run the daily programmes like investing in new technologies, paying better salaries, etc. However, in Zimbabwe, Chipo Hungwe (2011) examined the challenges facing the state University workers and analyzed the survival strategy employed throughout the crisis in 2007. The study employed 40 teaching staff and 21 non-teaching staff. Information was gathered by employing a questionnaire and observation. The findings indicated that; participants had skills to overcome challenges in their working contexts. However Chipo used a very small sample which was not enough to represent other universities in the country. Again Chipo Hugwe, used a very wide topic, looking at strategies, workers, and challenges facing the universities. Hence the current study will fill the gap by specifically using a sample of 150 participants and focusing on the contribution and challenges facing private universities

In the same vein, Kumwenda, Njang Orondo, Pote, Onyilola, Bongo, and Chiwona (2017) focused on challenges facing African universities in the case of Malawi. The study looked on research as the main challenge in African countries. The study asserted that research is the pillar of (the) national development and productivity growth of any country. Nevertheless, African universities including universities in

Tanzania continue to invest in research. In 2011 for instance in the global expenditure on research was 1.7 percent of the total global gross domestic product, Kenya spent 0.1 GDP and South Africa spent 0.76 of its GDP on research, Tanzania was not even mentioned. Declining assets in research is mentioned as one of the main challenges facing the universities in Africa including universities found in Tanzania. The Sustainable Development Goals promote research in all fields including education in the world by 2030.

Luoga (2012) looked at the challenges facing Lecturers in universities in Tanzania. The study involved 50 participants, and simple random sampling and purposive sampling were employed. The findings indicated that lecturers were facing a scarcity of instructional materials, unreliable transport, and shortage of lecturers, progress policy, and poor application of ICT. The previous study used a very small sample of only 50 participants which could not be generalized. Moreover, the research looked on challenges facing academic staff. Therefore, the current study filled the gap by employing a sample of 150 participants and specifically looking at the contribution and challenges facing private universities.

iii. The nature of managing the challenges facing Private Universities in the Southern highland zone

On the same line, Yalabik, Popaitoon, Chowne, and Rayton (2013) conducted a study on problems facing higher education and the way forwards in Washington, DC, America. The findings demonstrated that; most of the private universities are in the business of selling a lifestyle, prestige, and status and then management investment in things that boost competitiveness in their areas. Most of the private universities invest in infrastructure, administration, scholarship and sports teams, but inadequate professor which could impact student learning; this implies that educationist is (the) secondary to other interests, education is not the focus of many universities. All learning in private universities is linear, lecturers are a “one size fits all.” The previous empirical was done in developed countries while the current study was focused in developing countries specifically in Tanzania. Hence the researcher wanted to find out if what was found in Washington would be similar to Tanzania.

According to Jegede (2012) who examined the challenges facing private universities. The study findings indicated that there is lack of research within the private universities, lack of resources, and lack of finances to run the development of the universities. Jegede performed a study in first world countries;

in the USA. The current study is done in developing countries specifically in Tanzania where the country is in the transition for industrialization and sustaining development country so as to bring development in all sphere of life.

On the other hand, McCole, Culbertson, Suvedi, & McNamara (2014) found that the challenge of lecturers’ turnover among the faculty is due to lack of sustainability. Therefore, creating an environment that promotes development the need to invest resources in private universities

Mange (2013) also investigated on management challenges facing public universities in Kenya and the implication for quality of education. The study was a mixed approach in nature, therefore, the study used descriptive design. The study used three universities, and the researcher employed 303 participants in the study. Questionnaires, interview guides, and observation was employed in the study, the research findings indicated that funding was the biggest management challenge as it affected all the other areas of research, teaching and learning, and lack of teaching resources were other challenges. The previous study was conducted in 2013 thus there is a time gap, the current study has filled the gap since the study took place in 2020

According to (Brown, 2001-2005), it has been accepted that universities and other higher education institutions in Africa are in a state of crisis. This is characterized by diminishing financial resources, stagnation and deterioration of physical facilities, declining salaries and a brain drain, resulting in the closure of many universities and poor quality of teaching, learning and research (Mwiria and Njuguna, 2003)

In Uganda, Mushemeza (2016) examined on challenges facing academic staff in higher education systems in Africa. The study asserts that the appointment and promotion of academic staff should depend greatly on their efficiency (positive production per individual human resource). The study findings demonstrated that African universities are dealing with a lack of funding, infrastructural demands, low remuneration, and low staff-student ratio and government deficits. However Mushemeza’s paper has not indicated the approaches and methodology employed in the study, the current study filled the gap by using five private universities and employing mixed methods research approaches where quality and quantitative approach was used in the single study in order to complement (to) each other.

In Tanzania, Nduguru (2012) examined university in Tanzania: appraising the extent of stakeholder’s participation

in decision making in Dodoma College. The study revealed that the provision of education in universities in Tanzania does not involve all the key stakeholders specifically lecturers, students, parents, and other professional bodies in preparing and implementing an education curriculum. Lack of involvement of various stakeholders in a lessening in the quality of education and does not meet market demands. It was in the same regard the current study wanted to find out what challenges were encountered by the private universities in the Southern highland zone in Tanzania and in the whole country.

Materu (2007) asserted that it is globally estimated that the total number of students attending different universities (education) increased from 28.6 million to 152.5 million in 2007 representing an increase of 433 percent within a period of 37 years with Sub-Saharan Africa registering the highest regional average of 8.6 percent annually (UNESCO, 2009). In Africa alone, there were about 6 million registered. By the close of 2006, the collective number of students attending tertiary educational institutions in Africa increased to about 9.3 percent an impressive increase of 155 percent (World Bank, 2010) with a projected enrollment increase of about 20 million in 2015. Despite the rapid demand for participation and soaring enrollment from 2.7 million in 1991 to 9.3 million in 2006, resources needed to run public and private universities remained largely the same (World Bank, 2010). Strategies students pursuing some type of higher education between the 2000 and 2009 periods adopted by private institution to address the challenges posed by the liberalization of higher education provision in Tanzania

Another study by Wanyika (2014) investigated strategies used by private universities in Kenya's liberalized higher education. The findings of the study demonstrated that private institutions in Kenya have had a close look at the great need to reconfigure their current program in order to fit the present worldwide. Private universities have also at some point utilized the community in determining what nature of programs should be integrated in their curriculum. Students have been concerned in exchanging various academic programs hence getting exposure in the outside world such as Canada, Thailand, China, and Germany and in other countries in the world. The previous study revealed that if private university universities are effective, they should expand their voice in public and academic affairs.

Alando (2016) looked on coping strategies adopted by private universities. The study employed descriptive design. The research findings demonstrated that public universities have

responded to the mounting demand for university education by adopting the strategy of enrolling more students than their capacity, employed new teaching techniques such as distance learning so as to address increased demand for higher learning education in Kenya. However, Alando sought to determine whether these strategies have been adopted by private universities and assessed whether they have aided in enrolling more students into the private universities. The current study focused on challenges facing private universities so as to curb the issue

Owino (2011) examined on the role of university management and quality assurance in Kenya's university education. The results demonstrated that Kenya discovered a new technique to solve the issue of funding. However the limitation of accountability was rising speedily. The previous study focused on public universities and not on private universities where challenges are often experienced. In South Africa Kotecha (2012) asserts that expansion of universities was not enough, because what is needed was to increase the provision of education to all members. Another consideration is how universities develop their research capability so as to enhance sustainable development and technology innovation.

Summary and Knowledge Gaps

Globally, private universities play a vital role in national development, (Alexander, 2015; Forsakes, 2016). Private universities and government universities are partners and they play the same role of serving an individual. However, private universities encounter with varieties of issues such as environmental challenges, globalization challenges, and technological challenges which hamper their effective operation. Most of the reviewed literature used a single approach such as pure qualitative approaches, perhaps using both paradigms may bring different and effective results such as; Jegede, (2012), while some literature failed to mention the sample used in the study. Most of the reviewed studies used a single method of data collections some even did not mention what method was employed. Therefore, the current study tried to fill the gaps by employing mixed paradigms research designs specifically convergent parallel which helps the researcher to go once to the field and concurrently or simultaneously collects qualitative and quantitative data. The study used mixed methods because they complement to each other.

III. Research design and methodology

1. Research design

According to Creswell (2014), the mixed-method approach has a variety of designs such as a convergent parallel, explanatory sequential, exploratory sequential, transformative, an embedded, and multiphase mixed methods design. In this study the researcher used a convergent parallel mixed method. In this design, the researchers typically collect both forms of data approximately, simultaneously or concurrently. The mixed-methods approach was adopted in the current study (so as) to understand the study phenomenon. Particularly, since studies on private universities have been done quantitatively, and qualitatively researchers strongly believe that the approach will strengthen each other (Creswell, 2014). The adoption of these methods would help to ensure the generalizability of the data

2. Target Population

The current study focused on the contribution of private universities in national development targeted all the lecturers who teach in private universities in Tanzania and all university students who are studying in the third year. The researchers preferred to use all lecturers because they had experience in managing Universities, they also supervised curriculum implementation and were in a position to provide information on what happens in their respective universities.

3. Sample Size and Sampling Procedures

A sample size of 150 participants obtained using both probability and non-probability techniques. In probability sampling, there was a random selection of participants for the study and each respondent in the population had an equal probability to be chosen (Ahuja & Kumar, 2012; Phrasisombath, 2012; Easton & McColl, 2010; Burke, 2008). While in non-probability sampling did not use randomization of the sample population. As such, the subjects have an unknown possibility to be chosen. Under non-probability technique, purposive sampling was used to select human resource managers in the private universities Gall et al. (2007) posit that in purposeful sampling the aim is to select objects that are likely to be rich in information (with) regarding (to) the purposes of the study. In the probability design, a specific sampling procedure was opted depending on the characteristics of the particular group required. Stratified sampling, systematic sampling, and simple random sampling were used to select five private

universities. A sample size of 150 participants involved in the study, including 100 Lecturers, 40 university students, and 10 private university managers in the country, giving a total of 150 participants. The current study employed stratified sampling because the population which was studied was heterogeneous.

4. A Sampling of the universities

Universities were stratified into two main groups. The name of each university in each stratum was written on a piece of paper then folded and thoroughly mixed in a container; the researcher blindly picked one at a time, until the required number of universities were obtained. To safeguard the confidentiality of the respondents, the universities were assigned letters A, B, C, D, and E to represent their actual names. The researcher preferred to use private universities because they have been involved in various activities including running hospitals, universities and other charitable works hence the researcher wanted to find their contribution in the education sector, specifically at the university level.

5. Sample of lecturers

Lecturers in each selected university were stratified based on faculties chosen through systematic sampling. This ensured that the sample was spread across the population. The researcher used a list of lecturers in each faculty. The sampling interval K^{th} number was determined by dividing the total population by the sample size of the required lecturers (that is $500 / 100 = 5$). Thus the K^{th} number was 5. The researcher randomly selected a number below 5 in the list of academic staff and beginning from that number, every 5th lecturer was picked until the required sample was obtained.

The study used five universities with a total population of 500, that is, university "A"-150, university „B" 150, while university „C" had 90, university „D" had 50, and university „E" had 60 number of participants. In each university, the study employed systematic sampling to select 20 participants (in each university). The total sample size for the five universities consisted of 100 participants.

Selection of students

There were 80 administrators including, university deans, supervisors, heads of departments, and supervisors. Since the administrators in Universities were heterogeneous, the researcher stratified administrators based on Faculties. There were four faculties in each University namely: Social

Science, Education, Law, and Mass Communication. In each faculty, the researchers again categorized the administrators based on gender. From each stratum, simple random sampling was used to select one male and one female administrator to get eight participants from each university. This gave forty participants from five Universities. The use of simple random sampling ensured that each individual in the population had an equal chance of being chosen.

University Managers

Purposive sampling was employed to select 5 managers. The researcher picked managers by using a purposive sampling method. The managers provided in-depth information regarding the problem under study.

6. Description of Research Instruments

The researcher used questionnaires, in-depth interview guide as well as document analysis guide. Questionnaires used to collect information from lecturers and students. Information from the qualitative tool helps to illuminate, triangulate, and add value to the findings. The researcher used questionnaires because they collect data directly from the respondents. Questionnaires are economical, ensure anonymity, and permit the use of standardized questions, and have uniform procedures. Other than the questions seeking demographic information and open-ended questions in the questionnaire, all other questions were prepared in the form of a five-point rating scale. Each area of the rating scale had an assigned value from 1 to 5, such that the higher the rating, the higher the degree of response to the item. The subsequent discussion provided a detailed description of the questionnaires

The in-depth interview guide for managers sought information on challenges facing private universities and possible strategies for curbing the problem. The interview method was preferred in soliciting information on the lived experiences of the respondents. The use of interviews permitted the researcher to easily follow up ideas, probe responses, and observe motives and feelings from the interviewees. In addition, the researchers were able to observe interviewees' body language, facial expressions, and gestures. As proposed by Johnson and Christensen (2008), the researcher could control the interview by asking and rephrasing questions. Despite its strengths, interviews had some inherent limitations. According to Johnson and Christensen, the interviewee could be intimidated by the presence of the researcher, a factor that may affect the quality of responses. This limitation was overcome by the

researchers establishing rapport with the interviewees beforehand. Managers were given a chance to speak freely. The researchers used a qualified secretary to take notes; other information was recorded by a tape recorder.

7. Document Analysis Guide

The current study employed document analysis on lecturers' attendance registers, minutes of meetings, university motto and values. Data from the said documents were analyzed to unveil historical facts and circumstances that contributed to challenges facing private universities. The document analysis guide was divided into two sections. Section one covered university demographic information while part two included content analysis and a list of key issues pertaining to the contribution of private universities in Tanzania. The researcher preferred a document analysis guide and interview guide for collecting qualitative data to triangulate data. This enabled the researcher to corroborate findings across data sets on challenges facing private universities in the Southern Highland zone.

8. Validity and Reliability of Instruments

The validity and reliability of research instruments are appropriate measures of genuineness and accuracy of the tools to be used in the collection of information. The current study checked the validity and consistency of questionnaires, and interview guides.

Validity is the ability of the instrument to produce findings that are in agreement with conceptual values. Validity used in the study to assure the accuracy of the data obtained from private Universities. The research questionnaires were structured, face, and content checked by exposure to thorough scrutiny from research experts in the department of education management and planning. Each of the experts separately had to critique the relevance of the items to the research questions and interview guide. (Litwin, 2004; Fraenkel & Wallen, 2010; Babbie, 2010; Sarantakos, 2013). The experts also checked on face validity to determine whether the instruments were appropriate to the content area. Specifically, it dealt with appearance, consistency of arrangement, grammar, and the clarity of the language used in the instruments. The comments received from the research experts (received) were used to improve the research work.

Pilot Study of Research Instruments

Before the administration of the questionnaires, a piloting study was conducted. The researcher visited two Universities and arbitrarily drew a sample of 8 participants; 4 lecturers 2

Deans and 2 heads of departments. Questionnaires were administered. Participants who were involved in piloting did not take part in the actual study. This process enabled the researcher to identify items in the questionnaires that were not clear to the participants. Also, it helped to identify minor problems that were noted in the study. After the pilot test, the questionnaires were redefined accordingly by eliminating typographical errors and unclear instructions. Again, the pilot testing allows the investigator to identify sensitive and ambiguous items in the instruments and to make the necessary modifications to them.

Reliability of Instruments.

The study used Cronbach's Alpha for the structured and Likert type items based on the study's research questions in the questionnaires which yield quantitative data. Using SPSS version 21 Cronbach's Alpha, the reliability test for the internal stability of the instruments was computed. The Cronbach's Alpha is the most efficient way of calculating interior consistency reliability. The statistic is used in a context where a set of questions were asked to a group of individuals with the objective of measuring a specific construct. This could be used in explaining the factors of reliability extracted from dichotomous such as Likert Scale. The statistic to check the reliability of the rating scales on the lecturers' questionnaire and binary response items on the questionnaires for students and administrators. Authors such as Drost (2011) and Tavakol and Dennick (2011) recommend a range of 0.7 to .90 as an acceptable reliability coefficient, in this study 0.86 was obtained indicating that the instrument was good. Also, Orodho asserts that the statistical measure for reliability takes values between 0 and 1.

9. Description of Data Collection Procedures

Creswell (2014) asserts that under convergent parallel approach, is where the researcher collects both descriptive and qualitative data simultaneously. The current study collected data from 5 private universities in Tanzania. The researchers observed in-depth interview and document analysis in the respective universities. The advantage of concurrent data collection was that it "results in a shorter data collection time period because equally descriptive and qualitative data were gathered at one time and at (the) equal weight (Creswell, 2011:214). Thus, the researchers administered questionnaires to academic staff, and students and then immediately conducted in-depth interviews of university managers. The

researchers spent a single day in every university to carry out the interviews which were recorded in notebook and tape-recorded. The credibility of the instruments was increased by the methodological triangulation used in the research. The administration of the interview guide was conducted face-to-face. The data of the study were analyzed qualitatively.

10. Data Analysis Procedures

Quantitative data was coded by descriptive statistics, supported by the use of Statistical Package for Social Science (SPSS) version 21. Mean, frequency, percentages, and standard deviation were used to address degrees of centralization and variation of responses on the rating scales. These statistics facilitated the description of the occurrences of the variables. Qualitative data were analyzed according to themes and categories to ensure accuracy in transcription and to verify that the response adheres to the informants "intended meanings as proposed by (Jabareen, 2009; Boeije, 2010; Mugenda, 2013). Data obtained from document analysis was analyzed and presented qualitatively in narrative form. Data were analyzed separately for the researcher to understand the answers to the research question. The study then merged the two sets during analysis. In the final stage, the researcher interpreted the results converged, related to each other, and combined them to arrive at the solutions to the research problem.

11. Ethical Considerations

The current study adhered to research ethics: informed consent, confidentiality, privacy, no plagiarism as articulated in the literature (Creswell 2014; Mugenda, 2011. Johnson & Christensen 2008).

IV. RESULTS AND DISCUSSION

This paper explored the contribution of private institutions, challenges and growth in Tanzania. The main findings are summarized as follows: There is a high contribution of private universities in Tanzanian educational development and Africa as a whole. Moreover, the findings from the current study demonstrated that the Tanzanian government alone cannot provide effective university education in Tanzania. Hence, the participation of the private sector and the public sector add strength to the whole system of education and it has become a suitable measure for national development. In addition to that, the study revealed that private universities produced needed human resources to save some critical sectors in the country.

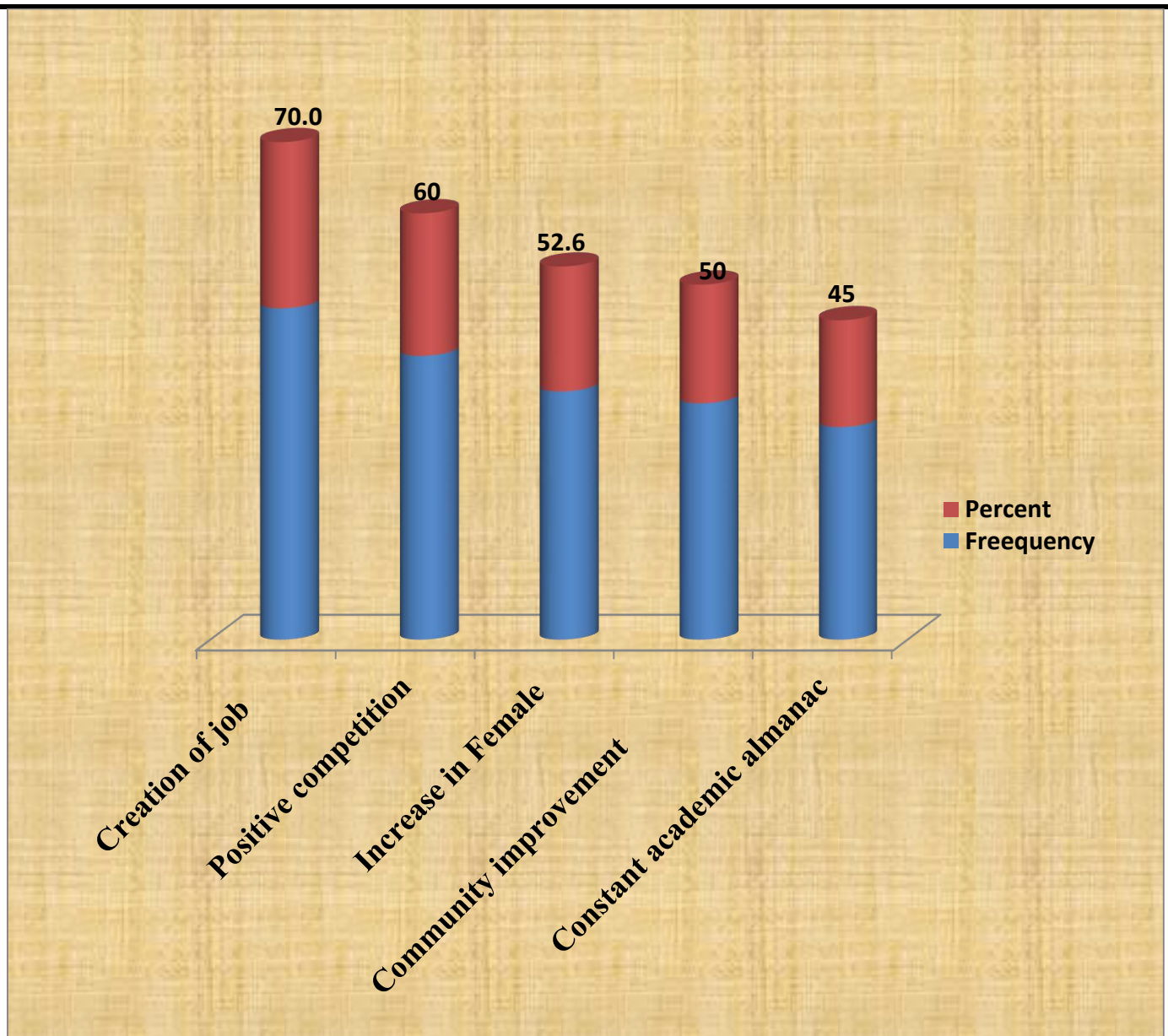


Fig.2: Contribution of Private Universities in Tanzania (n=140)

For instance, many students who join the private sector, have a normal-level of academic profile than those selected to join public universities, but their outcome in academic performance indicates high performance which is resulted by lecturers in private universities are very committed to work, hence they educate well the learners. The study also demonstrated that private universities had low drop-out rates and high graduation rates due to the highly motivated students and high employment rates.

Figure 1. Highlights the responses from University participants on the contribution of private universities in national development in Tanzania. The results indicate that 70 percent of the responses (creates job to Tanzanians and others outside Tanzania, while 60 percent asserted that private universities increase positive competition among private and government universities. However, increased female enrollment is another contribution which was 52.6 percent. However, 50 percent of the participants claimed that private universities enhance the development of the community

around the universities and 45 percent displayed that private universities usually have constant academic almanac. The findings demonstrate that private universities in Tanzania create jobs for thousands of people within Tanzania and beyond. From the current findings, it can be approved that private universities have made some modest contributions to educational development in Tanzania, Africa, and around the world. In private universities, students are highly motivated and are in high employment rates. Therefore, private universities should be regarded as indicators of sustainable development.

This is in line with a study conducted by Fortsakis, (2016) in Greece, who concluded that private universities contribute a lot to national development; even the Tanzanian government through TCU imposes VAT for each student to be paid by the owners of the private universities. This implies that the government puts the burden on private universities even though the duty of educating citizens belongs to the government and not private sectors. These brief statistics show the importance of private universities to the Tanzanian government. Hence the Tanzanian government strongly needs to support the opinion that the Tanzanian government should actively assist private universities, and work together. Thus; private university is a pillar of national development because of its contribution to national profits and employment opportunities. These findings look similar to Alexander (2015) who claimed that private universities provide 90 percent of employment around the globe as well as generating income, revenues, and the efficient flow of capital.

In the same vein, private institutions in Tanzania need to deliberate on delivering programs which are consistent with the institutional goals, strategic visions, and mission rather than serving for the purpose of income generation. These results are supported by Basheka, Huhenda and Kittobe (2009) who asserted that private universities in Africa should emphasis on what Lecturers want to achieve but rather than what the learners should know, understand, demonstrate and become more profitable. The Lectures and learners focus on determined outcomes to be achieved by the end of each teaching and learning process. There is a need for private higher education institutions in Africa to be flexible in the modes of delivery from the traditional full time day programs to embrace increasingly popular evening programs weekend arrangements, online and distance learning programs. Despite of the contribution of private universities in the national economy, private universities encounter several challenges in

their administrations and management such as: pressures from environment challenges, globalization challenges, and technological challenges. Amidst all these challenges, universities should determine how to mitigate the noted challenges.

Challenges Facing Private Universities

The study was also interested to find out challenges facing private universities. The major concerns were raised by the participants revealed that most of universities in Tanzania faced issues such as: 78 percent of participants pointed out that there is inadequate finances needed for advancement of the universities, majority of 70 percent insufficient of skilled human labour, while 88 percent scarce teaching and learning material. Majority of 80 percent asserted that low remuneration to workers and welfare packages for teaching and non-teaching staff, which create the issue of attrition to lecturers. While 60 percent of the respondent cited that accreditation bodies such as NACTE and TCU. Participants 47 percent commended that there is inability to return the potential lecturers in the universities. Accreditation body TCU and NACTE had been ingrained in private universities higher Educational Institutions in Tanzania. They centralize rigid regulatory, accreditation, registration establishment and qualifications structure which universities must conform with. The TCU and NACTE takes the registration fee from all students who register to join various universities and each university in Tanzania pays Tshs 20,000/= for each student as quality assurance fee, which becomes burden for private universities which depend a hundred percent from students fees. These challenges may trigger the introduction of different innovative practices in different institutional contexts, while the same innovative practice may be concurrently driven by more than one challenges.

Duplication of the courses is another challenge private universities in Africa offer subjects which are similar to every university, most of the time they tend to copy or introduce the same courses which are found from other universities, they offer more bachelor's degree programs, diplomas, master's degree and doctoral studies.

The study looked also on how to curb the existing problems in private universities in African countries specifically in Tanzania. The study results demonstrated that Tanzania must be thoroughly malformed into one which seeks to promote: Accountability, Research, Transparency, openness and work with integrity, Stewardship and efficiency.

Conclusion and Summary

This work has demonstrated contribution of private universities as well as challenges. Private university education is unarguably one of the growing trends in the education system around the world. Thus the provision of higher education should not be the work of the government only, but it also should be the responsibility of both government and the private sector. On the contrary, the study also displayed numerous challenges facing most of the private universities in Africa which hampers the effective running of such institutions; such as environmental challenges, globalization challenges, and technological challenges. Also government and private sectors should establish a Regional Research and Development Fund to foster collaboration between institutions around the region, centered on transnational research projects in areas of high regional relevance.

To ensure that Tanzania is prepared to build the middle industrial, the Tanzanian government should start with improving higher education research centers. The World Bank and other donors should make sure that African countries have the resource to build their future

V. RECOMMENDATIONS

Private university education is critical in contributing to the fulfillment of the educational objectives of the African countries. To improve the performance of this sector it is recommended that: There is a need for private universities in Africa to deal with research to influence policy on higher education, because research is what gives a university international recognition. Private universities should partner with industry in the improvement of technology and generation of market-driven programs.

Private universities and African educational authorities should revise and reform the content of education in the areas of the curriculum, textbooks, and methods, so as to take account of the African environment, the demands of technological progress and economic development, especially industrialization.

Private universities and African Education Administrators should devise means of strengthening the capacity of universities to come up with solutions to the problems. The private sector should not have to focus on widening access to higher education by increasing student numbers but should ensure that the quality of higher education improves. Also, the private higher institution administrator should increase

funding for university education and research so as to spur economic development. The private higher institutions should improve remuneration to staff in order to increase the quality of services and supervision. On another way private institutions should address the problem of funding through operational of a loan scheme for students, especially those from poor families, to access higher education, and for staff staff's personal economic development. Private Higher Institutions should select effective leadership to improve university governance. This leadership should combine the traditions of academic freedom and collective decision making with the new requirements of making and implementing important but sometimes unpopular decisions in a timely manner.

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